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ABSTRACT

To train writers to write books for new literates in Zambia who need high interest-low reading level materials on practical matters, a workshop was organized. The training cycle occurred over a period of several years, beginning in 1980 with the planning phase and the Kabwe Community Development Training Course, the first training element in the training cycle. The 22 trainees in the course were to write literacy primers to cover each of the seven official languages of Zambia. They were taught an instructional module dealing with how to conduct a reading survey, do vocabulary research, determine readability, write simply, structure a book, translate from English, and pretest written materials. In the second training element, which lasted five months, the trainees were sent to different provinces to complete the research and writing tasks assigned to them at Kabwe. In May 1981, the writers brought their work to the Kitwe workshop, the culmination of the training cycle, where the manuscripts of books for new literates were prepared. Twenty district and provincial community development officers were invited to assume the role of "editors." The Kitwe workshop went through three evaluations: the formative evaluation of the workshop, the end-of-the-workshop evaluation, and the evaluation of outcomes. (EL)

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WRITING FOR NEW LITERATES: THE DESIGN, DELIVERY AND EVALUATION OF A WRITERS' WORKSHOP IN ZAMBIA

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May 1984

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Paper prepared to serve as background material for the German Foundation for International Development (DSE)'s Workshops for Writers of Reading Materials for Adult and Continuing Education in Malawi (June 1984) and Botswana (August 1984).

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WRITING FOR NEW LITERATES:
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A WRITERS' WORKSHOP IN ZAMBIA

Lord C.P. Snow had deeply regretted the fragmentation of the intellectual community of our times into two separate cultures: the scientific and the humanistic (Snow, 1969). Unfortunately, the problem is much wider. This "brain divide" among social scientists, for instance, has oftener led to trivialization than to specialization of the study of Man. There is segmentation even within disciplines and areas of interest. Education, in turn, is also divided into two cultures of formal (in-school) education and nonformal (out-of-school) education. Educators working in these two separate sectors of education know precious little about each other's concerns and problems, or about strategies and solutions each employs. The present study belongs to the nonformal education sector: "organized and systematic learning activity carried on outside the formal system" (World Bank, 1980). Before presenting the study, it is necessary to establish a brief context.

The Context

Development is on the political agenda of all the countries of the Third World today. After a few false starts in the 1950s and the 1960s, the focus is rightly back on man-centered development. That means concern with human resource development for carrying out the twin tasks of modernization and democratization (Stockwell & Laidlaw, 1981).

Human resource development, in the early 1960s was equated with manpower development through formal education (Harbison & Meyer, 1964), but the human resource development approach has since been redefined as upgrading of population quality (Schultz, 1980). This has led to coverage of learners heretofore ignored -- peasants, workers, housewives, and young school leavers; and an expanded conception of educational delivery systems -- formal education, alternative formal education, nonformal education, and informal education (Bhola, 1983; Harbison, 1973).

The essence of the human resource development approach is education and extension -- to communicate to the poor and to the disadvantaged new economic, social and political skills for use in their individual and collective transformations. As the Director General of Unesco pointed out recently, we started the 1980s with 29 per cent of the world's adult population illiterate, giving us some 824 million illiterates, most of them in the Third World (M'Bow, 1984). All possible media must be used to reach these learners: the new electronic media, especially radio (Jamison & McAnany, 1978); folk media (Kidd & Colletta, 1980); and, of course, face-to-face communication.

Those working in the area of development communication are discovering that while nonprint media have to be used wherever possible to take new messages of development to the people in need in the current context of crisis, nonprint media by themselves will never be enough. Nonprint media can not ever carry the whole burden of "development support communication" -- there are things only the printed word can do. Also, we are learning that reading the word and reading the world are intertwined. In many parts of the world -- in Africa, Asia and Latin America -- Third World leaders are

making radical uses of literacy, using literacy campaigns not only to teach new skills, but also to create new integrated societies based on new political socialization (Bhola, 1982; Bhola, 1983; Bataille, 1976).

The literacy campaigns, programs and projects being conducted in Angola, Botswana, Ethiopia, Kenya, Lesotho, Malawi, Mali, Nigeria, Somalia, Tanzania, Zambia, Zimbabwe and elsewhere in Africa; in Colombia, Ecuador, Mexico, Peru, Nicaragua and in other countries of Latin America; and in Burma, China, India, Iran, Iraq, Pakistan, Malaysia, Thailand, and elsewhere in the Middle East and Asia are producing new literates -- a phrase reserved for adults learning to read and write by attending special adult literacy programs organized for them. At the same time, elementary school systems of these countries, with all their inadequacies, are sending out school leavers, some of whom can read at some level of literacy. Thus, while there were 824 million illiterate adults in the world in 1980, there were also more than 2,000 million adult literates living on the globe as well (Fisher, 1980).

Reading materials for new literates and and school leavers

The new literates and school leavers need to read: first, to be able to retain their literacy skills; and second, to be able to participate in the development processes of their societies. The problem is that there is nothing much to read for these potential new readers. These new readers typically have low reading skills. There is very little that is available in print written at their level of readability. Their needs are special in yet another way: they need to read about improved agricultural practices,

cattle-raising, bee-keeping, nutrition, child-care and family planning. Private publishers do not publish on these subjects, for they see no profit in doing so. It has been realized that if books have to be produced for new literates, those must be published by the governments of Third World countries or by voluntary agencies that do not work for profit and who receive heavy subsidies from the government. The government must often not only publish these materials but must distribute them too (Bhola, 1980).

Then, there is the ultimate hurdle! The government may be willing to publish and distribute books, but books must first be written. Where are the writers? Third World countries, but for a few exceptions, are still in the process of producing their first generation of poets, novelists and story writers. The few already making a living through writing are employed by newspapers and magazines or are writing fiction or nonfiction for the general market. They are unaware of the reading needs of the new literates and are usually unsympathetic when informed of such needs. To write books for new literates, new writers have to be recruited, trained and engaged to write reading materials for new readers.

Necessity has been the mother of invention. In one Third World country after another, writers workshops have been organized that have trained writers to write expository materials, and then asked them to write these materials for publication. Different versions and formats of writers' workshops have emerged in different countries: some have emphasized training, some production; while some others have tried to do both within the same setting.

Given below is the description of the design, implementation and evaluation of a writers' workshop that followed what is being called the

action training model (ATM) (Bhola, 1983); and which has been regarded by the professional community to be one of the more successful writers' workshops organized during the recent years. The experience is worth sharing with professional researchers of print communication for the following reasons: (i) the training workshop went through a long period of careful and systematic design; (ii) it used a particular model -- the action training model -- for the delivery of training within technical assistance settings; (iii) the training workshop was systematically evaluated first at the end of the workshop, and then after a period of three years; (iv) the workshop was considered a great success, having produced within its context nineteen manuscripts ready for editing, translation and publication, and the material since produced has indeed been considered examplary; and (v) it is a training event in the special setting of nonformal education and within the intercultural context of technical assistance.

The Writers' Workshop in Zambia

The Workshop for Writers of Reading Materials for Adult Basic and Continuing Education described and analyzed below was organized jointly by the German Foundation for International Development (DSE), Bonn, Federal Republic of Germany and the Department of Community Development (DCD) of the Government of the Republic of Zambia, during May 14-27, 1981, at a government training center in Kitwe situated in the Northern, copperbelt area of Zambia. (In the rest of the paper we will be referring to the workshop as the Kitwe workshop.)

On the basis of the present author's earlier experience with writers' workshops in India and, later under Unesco, in Iran and East

Africa, he was invited by the DSE in April 1980 to plan and prepare the workshop and later to direct it during May 1981.

The Planning Assumptions

The planning process was thus set in motion more than a year before the actual workshop. The following planning assumptions were made:

(i) The writers' workshop should not merely talk about writing books; it should actually write books. If at all possible, it should complete book manuscripts within the context of the workshop (or a full training cycle). The workshop should not leave the so-called trained writers to their own devices and at the mercy of the prevailing institutional, market and cultural forces of the society which clearly inhibit writing for new literates. The workshop should also establish publication channels.

(ii) There are not many practising writers in most African countries. The few who have emerged on the scene are part of such a sub-culture and a status system that they would not be attracted to a writers' workshop offering to teach writing of easy-to-read, follow-up books for new literates. This meant that the workshop would have to recruit "naive" writers who, before coming to the workshop would not have written anything other than personal letters or perhaps official memoranda as government employees. Some would want to be writers but most would be mystified with the idea of writing and would not even offer to come to a writers' workshop.

(iii) These naive writers would have to be found in the government departments of education and extension, such as, agricultural extension, health education, family planning, nutrition education, cooperative education, etc. These recruits should be people who are already in the communication business and, at the workshop, will learn to communicate more effectively in

print. Preference should be given to those who will be required to write reading materials for adults as part of their official day-to-day duties. Participants could simply be deputed to attend the workshop by the respective departments of the government. By so doing the opportunity costs of training could be widely spread. Also, the difficult, and sometimes impossible, task of persuading people who have never written, to become writers themselves, could be bypassed. In the case of the Kitwe workshop, even the problem of persuading the various government departments of their needs to have trained writers was avoided. A decision was made to take community development workers employed by the DCD as the first batch of writers of post-literacy reading materials. The workshop became an in-house departmental affair.

(iv) Whatever the level of interest and experience and the general caliber of the participants to the workshop, they could not understand the policy and planning context of writing for new literates, learn writing skills, and actually write a 25-40 page manuscript, all in two working weeks. One had to think in terms of a longer training cycle. The Kitwe workshop will have to be just one element in a more complete training scheme.

The Action Training Model

The above set of planning assumptions led to the decision to use the action training model which was concurrently being applied, with excellent results, in a series of workshops on the evaluation of development training programs in Kenya. The action training model, developed under the aegis of the DSE, has the following essential features:

(a) It is participative at all the various levels of the hierarchy and in all the stages of work, from planning through implementation to

evaluation.

(b) It makes time elastic. The contact time in a training cycle may be as short as 10 to 12 days, but the total training cycle may last as long as a year. More things happen outside the formal settings of a workshop or training course than within the few days when the workshop or course is being convened.

(c) It is rooted in practice. Participants must put theory into practice and learn by doing. Depending upon the theme of the workshop, participants must actually produce curriculum materials, write books, or conduct evaluations and never merely talk about them.

(d) It is action-oriented. Training is directly linked with development action through what participants actually do in the real world, within the actual social and organizational configuration of their working life. For example, curriculum specialists attending an ATM workshop must prepare curriculum materials for themselves, to help themselves in their own work as part of their own job, in their real work setting -- without demanding special time-release arrangements, or additional budgets, transportation or duplication facilities. They should do some new things and should do their old tasks more effectively as a consequence of their training.

On Site Planning for the Training Cycle

During the week of August 11-15, 1980, the author as director-designate of the workshop visited Zambia. The objective was to share with the local decision-makers the assumptions on which the workshop director was working, and to plan for the Kitwe workshop in participation with them in the ATM mode. After a week of intense discussion with Mr. M.L. Imakando, Commissioner of Community Development in the Government of Zambia, and his

senior officers and colleagues, decisions were made about (i) the location of the workshop; (ii) about the recruitment pool of writers; (iii) about the specific objectives of the workshop; (iv) about faculty resources; and, most importantly, (v) about the use of an on-going community development training course, as the first training element in a larger training cycle. Thus, the May 1981 Kitwe workshop was to become the culminating experience of a year long training cycle. On the basis of these decisions, mutual obligations of DSE, of DCD, of the director-designate and of other participating institutions, particularly of the President's Citizenship College, Kabwe, were worked out.

Kabwe Community Development Training Course: First Training Element in the Training Cycle

Field officers joining the DCD at the entry level are trained by the government in its own special institute called the President's Citizenship College (PCC) at Kabwe, Zambia, in a 6-month long training course. At the time of the author's visit to Zambia, one such course was in progress at the PCC. It had started in mid-June, 1980 and was to continue until mid-December, 1980.

This course had already been given a "writing bias." As part of the 6-month training, the 22 trainees in the course were, inter alia, going to form seven teams to write literacy primers to cover each of the seven official languages of Zambia. These primers were to be written for use in urban areas and would replace the one national primer which was in use at that time and which had a clear rural bias. It was agreed that there was much leeway in this six-month course so that, by some addition but mostly by articulation, one could build into this course, the equivalent of a two to

three week instructional module, dealing with writing for new readers. Such a module -- a course within the course -- would then serve as "Workshop One" of the total ATM cycle which would end with the Kitwe workshop in May 1981.

The possibility was discussed with the then Deputy Principal of PCC, Dr. G. N. Muyoba, and the instructor in charge of research, Mr. S. P. Mkumba. It was agreed that each of the 22 trainees of the Kabwe community development course would be taught an instructional module dealing with the following content:

(i) How to conduct a reading interest survey of adults in a rural community?

(ii) How to do vocabulary research to make word lists to serve various purposes of a writer of books for new literates?

(iii) What is readability and how it can be determined? What is concept load? How to write simply?

(iv) How to structure and to write a book for new literates? How was this different from writing a primer?

(v) How to translate from English to one of the officially recognized vernacular languages of Zambia?

(vi) How to pre-test written material with potential readers and how to put test results to use in rewriting and revisions of manuscripts?

The participants of the Kabwe course were also met with by the author in one long session. Plans for the full training cycle as organized according to the action training model were explained to them. It was pointed out to them as to what they would be expected to do during the Kabwe course at the PCC; what they should do between mid-December 1980 (when the Kabwe course would end) and mid-May, 1981 (when the Kitwe Writers' workshop

would begin); and, finally, what would be done when we all meet for the Kitwe workshop in May 1981.

It was made quite clear to them that when they come to Kitwe, they must have with them the following materials:

(1) A manuscript of 25-40 pages of a follow-up book (not a primer) in English, on the topic pre-assigned to each of them by the Department of Community Development.

(2) A short 4-5 page report on the survey of reading interests of adults in the area of the participant's posting during mid-December, 1980 to mid-May, 1981.

(3) A short 4-5 page report on vocabulary research conducted in the language of the region of posting of the participant during mid-December, 1980 to mid-May, 1981.

(4) A short 4-5 page report on pre-testing of some translated passages or pages from the manuscript of the follow-up book written by the participant.

To be able to do all these things, the participants had to pick up the necessary skills at Kabwe. They would be provided some guidance during the field work stage by the DCD, but most of the preparation had to take place at Kabwe as part of the community development course before they left for the field.

The expectations were indeed high. To give them a chance for fruition, a professional triangle of mutual support was established among the DCD, PCC and the director-designate of the Kitwe workshop. The DCD was to stay in constant touch with the PCC to clarify curriculum needs as well as to provide to PCC with any resources they might need in conducting pilot studies in the field. Both PCC and DCD were to stay in touch with the

director-designate and would be able to ask for any professional assistance that could be provided by correspondence. The director-designate would, on his own, provide to the PCC and the DCD xeroxed copies of such published materials that might be of assistance to them to conduct teaching at Kabwe; or to provide guidance to the trainees later during their field work. This pattern of "consultation by correspondence" was indeed put into effect, and it did accomplish the objective for which it was conceptualized. A package of materials from the writers' workshops conducted by the author earlier at Literacy House, Lucknow, India and at the International Institute for Adult Literacy Methods in Tehran, Iran was made available to the PCC. A complete set of "Literacy in Development" -- a series of eight training monographs on literacy, published by Unesco were also made available to PCC. Also, made available to the PCC were materials on functional literacy and nonformal education produced by DSE for use in their various workshops.

The things to do for DCD. To make it possible for our various expectations to be fulfilled, the DCD agreed to do the following:

1. By October, 1980 (while the participants were still at Kabwe), the DCD would develop a list of development priorities at the national and regional levels. This list would be used to generate and to assign particular themes and topics for writing books, one each to each of the 22 participants of the Kabwe training course.

2. By October, 1980, the DCD would also collect sets of technical and reference materials from the concerned ministries and departments of the government for supply to each of the participants to use at Kabwe; and, later, to take with them into the field for use during their writing assignments.

3. By November 30, 1980, the DCD would develop lists of words, with frequencies, taught in the primers already in use in the Zambian literacy program; and also would develop separate lists of words for each subject that will have to be taught to learners if messages on health, or family planning, or nutrition or cooperatives have to be communicated at all to learners. These lists will be supplied to participants before they would go into the field for field work during January-May, 1981.

4. By December 3, 1980, the DCD would announce to students their field postings; and, once again, would charge them with the tasks they would have to perform while in the field. At this time, participants would be supplied with the reference materials and stationery they would need; and the method of operations in the field, as well as patterns of how guidance will be provided to them by DCD, will be fully explained.

5. By March 31, 1981, the DCD would collect dictionaries, grammar books, and other related materials available in the seven official languages of Zambia to be brought to Kitwe as reference materials for use by trainees and faculty.

The on-site visit was also used by the director-designate to survey local book shops and the local literary scene in Zambia. The only collection of short stories in the book stores at the time, and a collection of local sayings, proverbs and aphorisms collected in a book called Bantu Wisdom were purchased for review by the director-designate as part of the preparation. Having worked in Zambia before during 1978 and 1979, the author was, of course, aware of the general development picture of Zambia.

Second Training Element: Reading Interests and Vocabulary Research; and First Experience in Writing

The second training element or stage lasted for some five months between mid-December, 1980 to mid-May, 1981. Normally, under the action training model, the practice of skills learned during the first training element is conducted in the naturalistic setting of the life of work of participants, as part of the day-to-day activities of the trainees on their jobs. In this particular case, the trainees, since they had not yet joined regular duties, were posted to different provinces to cover all the seven language areas, but they were not yet given regular charge of their duties as community development officials. They were asked to use these initial postings to complete the research and writing tasks assigned to them while at Kabwe.

The writer-trainees were at the outset put in touch with their Provincial Community Development Officers who had come to Kabwe as a group and had assisted the writers in the selection of themes and titles on which books will be written. The Headquarters staff of the DCD also visited the various writer-trainees in the field and provided them all the assistance they could possibly offer.

Results from the Field Work

What were the results from the four to five months of field work for the writer-trainees? These results were not available to us until we gathered in Kitwe for the workshop on May 14, 1981. However, in this study we must anticipate these results here.

The tasks performed by these "barefoot" writers of materials for new literates were overall more than satisfactory. Twenty-two writer-trainees attended the Kitwe workshop and all of them brought to the workshop a manuscript on a development theme, of interest to new literates, written in English; a survey of readers interest in their community for use in content planning; a note on their vocabulary research; and notes on a pre-testing of their writing in translation in a vernacular language.

Research in reading interests. These short surveys of reading interests of adults in rural communities were of uneven quality, but together they provided useful insights to the workshop. Unfortunately, in almost half of the cases, the reports described the process and method of conducting the surveys but did not include any findings! In some other cases, while findings had been reported they had not been utilized in their own writing assignment.

Since the writers had already been assigned the development topic on which they would write, the reading interest research was no more open-ended. All it could do was either to validate their choice or question it. In at least three cases, this opportunity was most innovatively used because it became an exercise in "content planning." The question "What would you like to read?" became "What would you like to know most about cattle raising or fishing?" These few who did use this opportunity for content planning were able to make their manuscripts more specific to the learning needs of adults in rural Zambia.

Words and word lists. Once again, while research done by different writer-trainees was uneven, together these word lists were quite informative.

The most important lessons that were learned were the following: (i) that within each of the seven languages of Zambia there were dialectal variations and that some dialects were more acceptable than others for use in writing; (ii) that languages as living systems of communication were already responding to the need of having to deal with new modernizing concepts and the language of technology which the oral culture did not have (the word "orange" had become "olingi," and "insects" had become "mainsects" in Kikaonde; "tuzunda," a word meaning vanquished and helpless in Chitonga had been appropriated to mean "parasites"); and (iii) that people were both informed and ready to help writer-trainees to write reading materials for them.

Experience in translating and pre-testing. This part of the research was most instructive to the writer-trainees. If they were unable to do a translation of a passage they had included in their manuscript, there had to be a problem somewhere. If the readers could not read or comprehend, what they read, there had to be a problem with the material. The writer-trainees were thus forced to question the content of their books, their style of writing, and the goodness of their translations.

There was at least one useful byproduct. It was learned that many of the respondents wanted these follow-up books to be taught to them by teachers in group settings. They did not feel they could manage yet to read such materials independently on their own.

The manuscripts. Whatever the quality of the manuscripts brought to the Kitwe workshop, they represented an impressive amount of work: more than 600 full-scape pages typed in double space, nearly 200,000 words of developmental materials. Most of the manuscripts, as has been indicated

elsewhere, had been modelled on the technical reference materials produced by the various extension departments of the Government of Zambia. They were not addressed to any particular audiences; made no reference to the existing realities in the country or the regions, or to the traditions of the people; and did not make any connections with either the information needs of adults or their information-seeking behavior.

The writing in the manuscripts was lacking in organization; was pretentious in style; concept load was dense; and choice of words was insensitive. For instance, words such as dividends, proxy, aldrine, Tristeza (a disease of fruit trees) had been used without explanation. Statistical tables and illustrations had been reproduced in the manuscript without discrimination. Only three to four manuscripts really came anywhere close to being easy-to-read materials for new literates.

Yet, the writer-trainees had come a long way before they arrived in Kitwe. They had talked to adult men and women in their communities and asked them what they would like to read. They had listened to the words they used and the words they needed to learn to handle new developmental skills. They had written and had translated parts of what they had written. They had pre-tested their writing with real farmers and farmers' wives and had tried to understand why their writing was or was not understood. They had a fund of experience that they brought to the Kitwe workshop. The concepts to be discussed at Kitwe would not be mere abstractions to them. Things would be clear to them, for they already knew!

Further Mid-term Planning by Workshop Organizers

While the writer-trainees were in the field in Zambia, the DSE and the director-designate, once again in participation with the Zambian

counterparts, developed a project description -- an important planning device in itself; built a faculty for the Kitwe workshop; and prepared special documentation for the workshop.

The faculty to be led by the author was to include Dr. Josef Müller of the DSE; Dr. Peter Higgs, Unesco Specialist in Literacy and Adult Education Curriculum on the Literacy Project in Malawi but who had previously spent several years in Zambian education; Mr. D.P. Sizya, Secretary-General of National Adult Education Association of Tanzania who himself was a popular Tanzanian writer; and Dr. G.S. Muyoba, then Deputy Principal of the President's Citizenship College, Kabwe.

A special monograph was prepared to serve the special needs of a group of writers writing for new literates. This book-length monograph consisted of the following chapters:

I. Justification for a national reading materials policy

II. Implementing a national reading materials policy

III. Writing for new readers: a compendium of techniques

IV. Special problems of translating books for new literates

V. Illustrating books for new readers

VI. Readability and pre-testing for readability

VII. Editing books for new readers: type size, format, etc.

VIII. Managing incentives for publishers of books for new literates

IX. Special problems in distribution of books for new readers

X. Training writers to write materials for new readers

XI. Some successful models for organizing writers workshops

XII. Needed research in support of a policy for promotion of reading materials

XIII. Making new readers habitual readers

As already indicated, the DCD was to bring to the workshop site reference materials such as dictionaries and grammars, reference materials published by the ministries, and atlases and other graphic materials. They were also to bring to the workshop site follow-up books already published in Zambia and elsewhere in Africa.

The Kitwe Workshop: The Culmination of the Training Cycle

The May 1981 workshop was held at the Urban Community Development Training College in Kitwe, situated on the highway between Kitwe and Ndola. A relatively isolated place, it provided a good retreat for work of writing. Distractions from bars and bar-maids were relatively fewer than most other places.

The workshop was given a slogan by the director-designate: IF YOU CAN READ AND WRITE, THEN YOU CAN BE A WRITER! No one challenged the author directly but there was disbelief written on many a face, including the faces of some of the faculty. By the end of the workshop, the disbelief had dissipated!

Participative Planning of the Workshop Objectives and Program

As can be seen from the description of the training cycle so far, there is considerable pre-planning of the training program by organizers. How then does participative planning fit into the picture? It should be noted that pre-planning within the action training model is not foresaken. What is done is that plans made by organizers are re-invented successively at various levels and at various stages, in participation with relevant

stakeholders, through a process of need negotiation and validation. Thus, the plans and the planning assumptions made by the director-designate at the very beginning in April 1980 were participatively re-invented with officials at the headquarters of the DCD. Once again, when the organizers came to Kitwe, they had made pre-plans, but these were again re-invented, this time in participation with the writer-trainees and editors. The workshop started with a listing of what the learning expectations of writer-trainees and others were.

A variety of interests were expressed by participants, among them: an overall professional orientation in the area, understanding the planner's role in book production, relating follow-up books to primers and graded books, improvement of writing skills, learning of editing skills, understanding problems and techniques of good translations, layouts of books for adults, acquiring feedback from potential readers, research methods of use to a writer of reading materials, on how to become a good trainer of writers' workshops, book distribution and promoting the reading the habit. All of these topics were discussed in the plenary sessions in some depth. In addition to these instructional objectives, there was agreement on work objectives -- that each writer should produce a manuscript before the end of the workshop.

Workshop Procedures, and Methods

Twenty-two community development assistants were expected at Kitwe, that is, the total group that was attending the community development training course at Kabwe earlier in 1980. Most of them came. But these writer-trainees were joined by an almost equal number of district and

provincial community development officers in the Kitwe workshop. The commissioner of DCD in Zambia had reasoned that if the supervising officers did not themselves understand the need for books and the process of writing books, then they would hinder rather than help the work of the writers being trained. So he had decided to invite some 20 supervising officers to the Kitwe workshop as well. They would not write books out would be observors; and on their return to the provinces and districts they would understand what the writers were trying to do and would perhaps provide the assistance.

The Kitwe workshop made virtue of a necessity and persuaded the supervising officers to assume the role of "editors." They were asked to quickly review the chapter on the role of the editor and editing techniques included in the workshop manual and to do their best to perform in the editor role. Thus, each writer was given an editor and we had some twenty writer-editor dyads.

The workshop was then divided into four groups of five dyads each. The director was able to move from group to group providing assistance as needed. There was time left in the evening for individual work by writers or by writers and editors in dyads. Thus, the workshop's instruction was conducted in many different formats as appropriate.

The first morning session was typically a plenary session where inputs of general interest were made. These were lecture and discussion sessions where interruptions by participants were encouraged. All the faculty attended all the plenary sessions. This was to ensure that the faculty acted as a team throughout the duration of the workshop. In the action training model, instruction is not divided into parts and than lecture topics assigned to each of the various faculty members. All faculty stays

together, all the time, except when conducting small group sessions or providing individual consultation. Irrespective of who has been asked to lead a session, the total faculty is present and is collectively responsible for the presentation. According to need and circumstance, different members of the faculty are supposed to intervene, to explain, exemplify, reinforce and thereby to contribute to the overall instructional process.

The Language of Instruction

The language of the workshop was decided to be English. None of the faculty members, except for Dr. Muyoba, could have performed didactic functions in any of the Zambian languages. Even Dr. Muyoba, a Zambian himself, could not have been able to provide assistance to writer-trainees in all of the seven Zambian languages. Also, it is customary in Zambia to prepare a master copy of a document in English before translating it into the venacular languages for national distribution. This pattern was followed for the workshop as well. The trainees would write their books first in English from which translations in various languages would then be made.

The Heart of the Instructional Matter

The preparation of manuscripts of books for new literates became, understandably, the heart of the instructional matter for the workshop. And, here we faced a formidable problem.

Each writer-trainee had been asked to bring a 25-40 page manuscript to the workshop. Almost everyone did. But except for a few cases what they had brought to the workshop were bad re-writes of the technical manuals published by the various extension departments of the government. These

manuscripts were highly technical, full of scientific jargon, and written at a level of readability that some of the writer-trainees themselves seemed to have copied without understanding. These were certainly not manuscripts of books for new literates.

The question faced by the faculty was: How to break the news to the writer-trainees without taking away from them what they thought was a great achievement? And how to keep them motivated enough that they would in the two weeks to follow put in the 100 or more hours of work that would be needed to prepare a book for new readers?

We started by picking up paragraphs from different manuscripts and demonstrating that the material was not understood even by some of the people in the workshop hall. It was also demonstrated that simple translation would not solve the problem. How could the writers then expect new readers to understand this material? Had they not indeed anticipated this problem in their own pre-testing of materials?

It was further demonstrated that the writer-trainees had not in fact made any use of their own field research on reading interests of adults and on adults' use of vocabulary in writing their manuscripts. Their own work was not reflected in "content planning" of their books, that is, in developing the descriptive, conceptual and language content of their books.

The blow was softened but was yet staggering. The group did begin their work with a burden of disappointment. To overcome this, considerable guidance and social support had to be provided during the first couple of days. Once the new organization of material in the manuscripts started to take shape and the first few paragraphs were written in easy-to-read language, the process became self-reinforcing. By the third day of the workshop,

nineteen manuscripts on developmental topics of interest to new literates were ready.

Evaluation of the Kitwe Workshop

The Kitwe workshop went through three evaluations: formative evaluation of the workshop; end-of-the-workshop evaluation; and evaluation of outcomes.

Formative evaluation. The formative evaluation of the workshop was handled through the mechanism of the steering committee which is an important element of the action training model. A steering committee was set up on the evening before the beginning of the workshop. Members included all faculty, local organizers, and two to three participants who rotated as members of the committee. The steering committee met every evening at the end of the day's work and each member was asked to respond to the following questions:

1. How did the day's program go? What succeeded? What failed? What should we have done differently and how?
2. To meet learners' needs as we knew them at the time, and based on our experience of the day (and of the days preceding), what should be done now and how?

To ensure that the steering committee does not feel locked into any pre-determined plans but that it does actually respond to the situation as it emerges day by day, schedules and time tables of workshops organized according to the action training model are printed and published after they have happened and not before. The steering committee develops rough time allocations. However, once teaching-learning process begins, the process

takes over. New inputs maybe be added; some objectives may be dropped and often new time allocations have to be made. This is indeed what happened at the Kitwe writers' workshop.

End-of-the-workshop evaluation. A short survey instrument was used at the end of the workshop to find out how the participants had experienced the workshop; and to get some idea of their satisfactions with the teaching-learning and the organizational facilities provided. Responses relevant to the instructional aspects of the workshop are reported below:

All participants -- writers and editors -- found participative planning of the workshop day by day useful or very useful. (Very useful or very much were the most positive responses possible.) Again, 94% of the respondents thought the faculty had been much or very much effective in using participative teaching-learning processes. Ninety seven percent of the respondents stated that they had felt much or very much encouraged themselves to participate in the planning and teaching-learning processes.

Ninety-five percent of the writers found the group work much or very much facilitative of their writing work at the workshop. All the twenty-one of them found the faculty assistance much or very much useful. However, only 75 percent of them were fully satisfied with the assistance they received from their "naive" editors.

Ninety-five percent of the writers said that the manuscripts they wrote during the workshop were definitely better than those they had brought to the workshop; and they felt much or very much confident that they would now be able to write more books on developmental subjects for new literates on their own.

Ninety-one percent of the respondents, including writers and editors, agreed that the workshop had achieved all its main objectives. There were some words of advice. A participant wished that this workshop had been organized before the writing of the manuscripts. The implication was that the Kabwe instructional module on writing may not have been as effective as it could have been. Another respondent wished the workshop had been longer. One participant suggested that a workshop on creative writing (as distinguished from expository writing) be organized; while another suggested that more workshops were needed simply to deepen knowledge and to broaden experience. A couple of respondents congratulated the organizers for bringing them a specially written workshop manual: Writing for New Readers.

Evaluation of outcomes: Three years later. The author had kept in touch with commissioner Mr. M.L. Imakando in Zambia to know what was happening to the 19 manuscripts that were produced at the Kitwe workshop. As we look back on the workshop and its aftermath, many of the things that happened and many that did not, have nothing to do with the number or the quality of manuscripts produced at the workshop. Historical, economic, and institutional forces took over which then determined what the outcomes of a workshop such as the Kitwe workshop were to be. Thus, in a sense what we record below is not an evaluation but a history of the workshop's outcomes. In Cronbach's words, the evaluator takes up the historian's role (Cronbach, 1980).

The first use of the Kitwe materials was made some five months after the workshop. The 19 manuscripts were typed and duplicated for use as resource materials for an International Seminar on "Development of Strategies for the Continuing Education of Neo-Literates in the Perspective of Lifelong Education" organized in October 1981 by the Unesco Institute for Education,

Hamburg and German Unesco Commission. The books were given to all participants from Africa, Latin America, and Asia as examples of what can be done about materials for new readers. There was also some interest in Hamburg in the process of the workshop, as a strategy for producing similar materials.

As the author has collected evidence over the years from visits to Africa and from conversations with professional colleagues from Zambia, it has been found that all the manuscripts have not been translated in all the languages and published, not for lack of will, but because of serious economic difficulties which Zambia has gone through during the eighties and for lack of printing infrastructure and printing paper.

In March 1984, the author decided to collect more systematic feedback on the outcomes of the Kitwe workshop. The Commissioner of Community Development in Zambia was going to be attending a seminar in Zimbabwe which was being directed by the author. This opportunity was used to conduct a series of interviews with the Commissioner on the outcomes of the workshop. Commissioner Imakando had attended the writers' workshop at Kitwe on a full-time basis and has been at the helm of affairs in the DCD all through the years since that time. His knowledge of the outcomes of the workshop was first-hand and full.

The first part of the long interview dealt with the present status of the manuscripts, their translation in various languages and their publication. The following table summarizes the interview:

Insert Table 1 here

The most important outcome, Mr. Imakando mentioned was that the writer-trainees (and some editors) now think that they can write; and the government thinks that they have resources in the country that they can use when they need them. Mr. J. Mwale who attended as editor has written a book on improved housing in Chinyanja. He has been asked by government to revise it for publication. Mr. E.N. Mwanangombe, a writer-trainee is preparing a book on fish preservation. The government authorities in his area of posting have asked him also to write a book on rice production.

Another writer-trainee left the department and joined NEDCOZ (National Education Company of Zambia) where he is successfully writing books for use by pupils in the Zambian formal educational system.

In the DCD itself, the writer-trainees and editors have done important things. The writers, especially those based in Lusaka, collaborated with the Ministry of Health in writing a book on Primary Health Care. The book was first written in Chitonga. It was tested in nine stations in three different provinces and was revised on the basis of this testing. The book was then translated in English and printed in an edition of 1,000 copies. The English version was then used to translate the book in other languages of Zambia. The book is widely in use and editions in Chitonga (1,000), Chinyanja (800), Kikaonde (500), Chilunda (500), Chibemba (500), Chiluvale (500), and English (1,000) have already been published.

On the basis of this collaboration, the Ministry of Health has now asked the DCD to help them translate their extension materials published in English in Zambian languages and make them more accessible for farmers and workers.

The writers trained at Kitwe have transferred their skills to primer writing as well. During the period under review, they have formed writing teams of 2 to 3 writers and written seven primers, one in each of the seven official languages of Zambia to replace the one primer in use nationally. The seven primers are all available in manuscript form and are awaiting testing and publication. Their content is diversified and includes food and nutrition; primary health care; family spacing; family budgetting; etc. Some numeracy has also been included.

There have been important systemic consequences of the Kitwe workshop both within the DCD and outside. Mr. C.K. Banda, an officer of the DCD who attended as an editor has been often called upon by various provinces to help on writing projects of various kinds. Mr. G.P. Chiboola, the Principal of Community Development College, Monze, who attended as editor has been regularly called by various agencies to assist in refresher courses for communicators and for print communication in particular.

The Kitwe workshop is already three years old but is still remembered. The one-month UNESCO/BREDA course in September 1983 for writers, broadcasters and communicators held in Zambia made substantive use of the 19 books produced by the Kitwe workshop.

Lessons from the Case Study

Some useful lessons can be drawn from the case described in this study:

1. Writing -- especially, expository writing on developmental topics for new literates -- can be taught to people who may never have written before and who may have had no more than high school education. These

"bare-foot writers" can play an important role in the transition of oral cultures into print cultures.

2. These bare-foot writers can also be trained to become good enough "bare-foot researchers" to serve their own needs in determining reader interests, conducting vocabulary research, and pre-testing manuscripts and translations.

3. It is possible for writer-trainees to receive training in writing in English and be able to transfer their skills to writing materials in vernaculars and to related translation tasks.

4. The action training model (ATM) as described in this study is a useful tool for the delivery of training within the context of technical assistance. By planning in terms of year long training cycles, the training event has visibility for a long time and often succeeds in creating reverberations within the system. The training event thus comes to create some systemic consequences.

5. It is possible to implement participative planning, and participative teaching-learning and participative evaluation if all those concerned are committed to participatory values.

6. Getting manuscripts written in writers' workshops is not the same thing as getting them published. Between writing and publication come the realities of infrastructures, institutional priorities and forces of the market.

There will be opportunities in 1984 to conduct other writers' workshops using the action training model. The Kitwe experience will be put to work, hopefully, to do a more effective job in Malawi (June 1984) and Botswana (August 1984) workshops for writers of reading materials for new literates.

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Table 1

Kitwe Workshop Manuscripts of Books for New Literates: Current Status Regarding Translations and Publication in Zambian Official Languages

No.	Title of the Book	Author of the Book	English[1] (E)	Ki-Kaonde (K)	Chi-Lunda (LD)	Chi-Tonga (T)	Chi-Bemba (B)	Chi-Luvale (LV)	Si-Loazi (LZ)	Chi-Nyanja (N)
1	Live on your own vegetables	E.M. Sendeme	Manuscript	X	X	X	Manuscript	X	X	X
2	Self-reliant vegetable gardening	T.B. Banda	Manuscript	X	X	X	X	X	X	Manuscript already tested
3	Grow your own cabbages and tomatoes	L.N. Ngombo	Manuscript	X	X	X	X	Manuscript[2]	X	X
4	All about cabbage in your garden	J.H. Filinga	Manuscript	X	X	Manuscript	X	X	X	X
5	Grow dwarf beans for better yield	L.O. Phiri	Manuscript	X	X	X	X	X	X	Manuscript
6	Grow more sorghum	K. Kafwebo	Manuscript	Manuscript	X	X	X	X	X	X
7	Grow sunflower	M.M. Sichilenge	Manuscript	X	X	Manuscript	X	X	X	May be translated
8	Grow your own oranges	J.A. Kalasa	Manuscript	Half-way translated	X	X	X	X	X	X
9	Better methods for keeping chickens	M.M. Moonje	Manuscript	X	X	Manuscript	X	X	Manuscript	X
10	Keep more chickens for your family and selling	A.F. Kalenga	Manuscript	X	Manuscript	X	X	X	X	X
11	Milk to drink, and milk for money: Dairy farming	J.M. Sililo	Manuscript	X	X	X	X	X	Manuscript	X
12	Care for your cattle; Earn more profits	E.C. Gondwe	Manuscript	X	X	X	X	X	X	Manuscript
13	My honey: A book on bee-keeping	D. Kakoma	Manuscript	Expect to publish 300-500 copies	500	X	X	300 (Another edition of 1000 planned)	1000 (in press)	X
14	Make a pond; Crop your own fish	E.N. Mwanangombe	Manuscript	X	X	X	X	X	Manuscript	X
15	More fishing skills to fish more	H. Ndau	Manuscript	X	X	X	X	Manuscript	X	X
16	Fishing for subsistence in the Upper Zambezi	N. Mukenani	Manuscript	X	X	X	X	X	Manuscript	X
17	Better methods of profitable fishing	E.R. Mwenya	Manuscript	X	X	X	Manuscript[3]	X	X	X
18	Credit unions mean development	C.M. Chitambala	Manuscript	Manuscript	X	X	X	X	X	X
19	Crafts	D. Ndau	Manuscript	X	X	X	X	Manuscript	X	X

[1]There are plans to translate all of the manuscripts in all the seven languages of Zambia as and when resources for implementing these plans become available.

[2]The manuscript in translation is under revision and the book is likely to be published soon with funds from the German Agency for Technical Cooperation.

[3]Local authorities want a primer on the topic to be prepared.